

Level 3 Certificate in Housing Practice (6249-22)

January 2014 Version 1.2



Qualification at a glance

Subject area	Housing Practice
City & Guilds number	6249
Age group approved	Pre 16, 16-18, 19+
Entry requirements	None
Assessment	Paper based, centre marked assignments consisting of a mixture of practical and knowledge tasks as appropriate to unit content
Fast track	Available
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Certificate in Housing Practice	6249-22	600/6988/0

Version and date	Change detail	Section
1.1 April 2013	Amended the title of the qualification to 'Level 3 Certificate...' instead of 'Level 2 Certificate...'	Qualification at a glance
	Amended the word 'Intermediate' to 'Advanced' within the description for the question: 'Is the qualification part of a framework or initiative?'	Introduction
	Amended 6249-31 to 6249-22 under the approval information	Centre requirements
	Amended the footers	Whole document
1.2 January 2014	Additional Supporting Information	Each unit



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	It is for candidates who work or want to work in the housing sector and want to gain a qualification which reflects their skills and abilities.
What does the qualification cover?	It allows candidates to learn, develop and practise the following skills required for employment and/or career progression in the housing sector such as: <ul style="list-style-type: none">• Equality and diversity for housing• Delivery of affordable housing services• Community action for neighbourhoods• Housing and young people• Involving house service users• Managing leasehold housing services• Occupancy, tenure and lettings within housing• Prevention and management of rent arrears.
Is the qualification part of a framework or initiative?	It serves as a knowledge qualification in the Advanced Level 3 Apprenticeship in Housing (England).
Who did we develop the qualification with?	It was developed in association with the Chartered Institute of Housing (CIH) and supported by the Sector Skills Council (SSC), Asset Skills.

Structure

To achieve the **Level 3 Certificate in Housing Practice**, learners must achieve **12** credits from the mandatory units and a minimum of **15** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
R/602/3196	Unit 301	Equality and Diversity for Housing	4
A/504/2993	Unit 302	Professional Practice Skills within the Housing Environment	4
R/602/3201	Unit 303	Delivery of Affordable Housing Services	4
Optional			
H/602/3865	Unit 304	Accessible and Adaptable Housing	3
H/504/3796	Unit 305	Community Action for Neighbourhoods	3
M/602/3867	Unit 306	Dealing with Anti-Social Behaviour (ASB) in Housing	3
K/504/3797	Unit 307	The Framework for Housing Advice	3
K/602/4614	Unit 308	Housing and Young People	3
T/602/4616	Unit 309	Independent Living for Older People	3

H/602/3025	Unit 310	Involving Housing Service Users	3
M/504/3798	Unit 311	Maintaining Safe and Secure Residential Areas	3
D/504/3117	Unit 312	Managing Void Properties	3
D/504/2999	Unit 313	Managing Leasehold Housing Services	3
R/602/4073	Unit 314	Managing Resources for Caretaking and Concierge Services	3
Y/602/4088	Unit 315	Managing Neighbourhoods	3
R/504/2997	Unit 316	Occupancy, Tenure and Lettings within Housing	3
A/602/4102	Unit 317	Personalisation and Delivering Support for Independent Living	3
T/602/3899	Unit 319	Prevention and Management of Rent Arrears	3
A/602/4326	Unit 320	Repairs and Maintenance in Housing Organisations	3
M/602/3027	Unit 321	Role of the Support Worker for Independent Living	3
M/602/3920	Unit 322	The Economic Context of Affordable Housing	3
A/504/3111	Unit 323	Housing Policy and Affordable Housing	3

F/504/3112	Unit 324	Introducing Social Welfare	3
J/504/3113	Unit 325	The Social Context of Housing in the UK	3
L/504/3114	Unit 326	The Legal Framework for Housing	3



2 Centre requirements

Approval

If your Centre is approved to offer the Level 3 Certificate in Housing (6207-03) you can apply for the new Level 3 Certificate Housing Practice (6249-22) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessment pack	www.cityandguilds.co.uk Passwords available from the Walled Garden
Answer guide	www.cityandguilds.co.uk Passwords available from the Walled Garden

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

Candidates must:

- successfully complete one assignment for each mandatory unit

City & Guilds has produced assignments for all of the units within this qualification and these are contained within an assessment pack which can be downloaded from **www.cityandguilds.com**

Assessment strategy

The assignments for these units have been produced in the form of an assessment pack which allows the learners to complete the qualification by using a range of diverse activities. It is important that assessors are industry competent and can provide learners with the resources required to complete the qualification in full.

The assignments are all graded Pass/Refer and a generic feedback sheet has been made available in the assessment pack to ensure that the learner is given appropriate guidance on improvement where necessary. A marking guide is also available for assessors which have both generic answers and tasks which will rely on professional judgement.



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- learning outcomes which are comprised of a number of assessment criteria

Unit 301

Equality and Diversity for Housing

UAN:	R/602/3196
Level:	3
Credit value:	4
GLH:	30
Aim	This unit aims to raise the learner's knowledge of equality and diversity. It focuses upon the importance of equality and diversity, the diversity of the needs of housing service users and how to respond to these diverse needs.

Learning outcome
The learner will: 1. Know equality and diversity legislation and how it relates to housing
Assessment criteria
The learner can: 1.1 Summarise national equality and diversity legislation 1.2 Describe how national equality and diversity legislation applies to housing services provision

Range
National equality and diversity legislation: Equality Act 2010 and any related subsequent legislation

Learning outcome
The learner will: 2. Understand the diversity of housing service users and how this impacts on housing organisations
Assessment criteria
The learner can: 2.1 Identify the diversity of housing service users and their needs 2.2 Assess how an organisation's services meet the diverse needs of the community

Range
<p>Diversity Different age groups, ethnic groups, sexual orientation, marital status/civil partnership, disability, Language needs and socio-economic status.</p> <p>Services Access to repairs and maintenance, cleaning, refuse, utilities, working in partnership with other agencies, enforcement of tenancy conditions, Advice & Support, Social Services, sheltered accommodation services and education</p>

Learning outcome
<p>The learner will:</p> <p>3. Understand the approaches used by housing organisations to respond to the diverse needs of service users</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 Describe sources of 'Good Practice' guidance to meet the diverse needs of service users</p> <p>3.2 Analyse the effectiveness of a chosen housing or community organisation's response to the diverse needs of their service users</p>

Range
<p>Sources of 'Good practice' UK government, Housing regulators, Equality Act 2010 and any subsequent legislation guidance, special interest groups, other housing organisations, local government.</p>

Unit 301 Equality and Diversity for Housing

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

Unit 302

Professional Practice Skills within the Housing Environment

UAN:	A/504/2993
Level:	3
Credit value:	4
GLH:	30
Aim:	This unit aims to raise the learner's knowledge of professional practice in housing services. It focuses upon developing organisational skills and planning training and development. It also focuses upon effective team work, communication and customer service in the housing sector.

Learning outcome
The learner will: 1. Know how to develop personal organisational skills within the housing environment
Assessment criteria
The learner can: 1.1 Identify how they would manage their own time in the workplace by planning and prioritising work

Range
Planning and prioritising work Identify tasks, priorities, deadlines, resources, involvement of other people, record planned activities, monitor achievements, manage delays, contingencies

Learning outcome
The learner will: 2. Understand how teams can work effectively within the housing environment
Assessment criteria
The learner can: 2.1 Describe the characteristics of a successful team 2.2 Identify the key skills required by a team leader

Range
Successful team Ownership of shared aims, goals and objectives, managing the expectations, strengths and weaknesses of team members, , ability to collaborate, good communication, managing change successfully
Key skills Team member empowerment, ability to identify and promote strategy and tasks, organisation, inspiring individuals and team, time management, negotiating and dispute resolution, communication, delegation, supervision and appraisal

Learning outcome
The learner will: 3. Understand the key communication skills and techniques within the housing environment
Assessment criteria
The learner can: 3.1 Explain the skills and techniques required for different forms of communication and for different audiences 3.2 Demonstrate the use of good communication within the housing environment

Range
Different forms of communication Written, spoken, electronic
Different audiences Internal and external customers
Good communication Active listening, paraphrasing and summarising discussion, checking for understanding, body language, appropriate language, accurate spelling and grammar

Learning outcome

The learner will:

4. Know about key customer service skills within the housing environment

Assessment criteria

The learner can:

- 4.1 Summarise the **key customer service skills**
- 4.2 Describe how key customer service skills can be used to manage a difficult situation in the work environment

Range**Key customer service skills**

Identifying customer needs; meeting customer expectations or explaining why these cannot be met; providing information, professional behaviour; providing assistance and help; dealing with special needs; dealing with problems.

Learning outcome

The learner will:

5. Understand how to plan training and development needs within the housing environment

Assessment criteria

The learner can:

- 5.1 Describe how training and development needs are identified in their working environment.
- 5.2 Identify and plan suitable development and training opportunities to meet current and future challenges.
- 5.3 Evaluate their experiences and demonstrate reflective practice.

Unit 302 Professional Practice Skills within the Housing Environment

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

LO3 Please note that learners will be asked to demonstrate one form of communication to one audience.

LO5 Please note the learner will be expected to give evidence from their own working environment as to how their personal training needs have been assessed, planned for, actioned and reviewed.

Unit 303

Delivery of Affordable Housing Services

UAN:	R/602/3201
Level:	3
Credit value:	4
GLH:	30
Aim:	<p>This unit requires learners to understand the range of organisations that deliver affordable housing, including services delivered by those organisations and the methods of delivery.</p> <p>They should have knowledge of the legal background to the delivery of affordable housing and how tenants can be involved in that delivery.</p>

Learning outcome
The learner will: 1. Know the main types of affordable housing providers nationally and the services they deliver
Assessment criteria
The learner can: 1.1 Describe the organisations providing affordable housing and services nationally 1.2 Summarise the services that are delivered by affordable housing providers

Range
Organisations providing affordable housing: Local authority, housing associations, Registered Social Landlords (RSL); Arm's Length Management Organisations (ALMOs); registered housing providers.
Services: Repairs and maintenance, cleaning, refuse, utilities, enforcement of tenancy conditions, Advice & Support, Social Services, providing accommodation including specialist accommodation, homelessness prevention and management, education.

Learning outcome
The learner will: 2. Understand the importance of partnership working in the delivery of housing and community services
Assessment criteria
The learner can: 2.1 Describe the key elements of successful partnership working 2.2 Evaluate a service that is delivered in partnership with other organisations

Range
Key elements Communication, shared vision, accountability, clearly defined roles and responsibilities
Service that is delivered in partnership Repairs and maintenance, cleaning, refuse, utilities, crime prevention, Advice & Support, Social Services, enforcement of tenancy conditions, sheltered accommodation services and education

Learning outcome
The learner will: 3. Know a range of opportunities for resident participation in housing and housing related services
Assessment criteria
The learner can: 3.1 Describe the difference between participation and consultation 3.2 Review methods of resident participation

Range
Difference Legal requirements, involvement in decision making process
Methods of resident participation Resident Board members, resident mystery shoppers, involvement in recruitment, staff training and resident activities/meetings, local/national political involvement.

Learning outcome

The learner will:

4. Understand the regulatory system for affordable housing and the use of performance measures

Assessment criteria

The learner can:

- 4.1 Explain the **role** of the regulator in setting and monitoring standards for affordable housing providers
- 4.2 Summarise the **performance**
- 4.3 **measures** that the regulator uses to assess affordable housing providers

Range**Role**

Issue guidelines, involvement in development of legislation, Ombudsman, inspection and enforcement

Performance Measures:

Key Performance Indicators (KPI), resident satisfaction, stakeholder satisfaction.

Unit 303 Delivery of Affordable Housing Services

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

LO2 Please note that learners should use an example of a service provided by a housing organisation to describe how this can be delivered better by working with other agencies.

Unit 304

Accessible and Adaptable Housing

UAN:	H/602/3865
Level:	3
Credit value:	3
GLH:	24
Aim:	The learner should demonstrate their understanding of the background to providing accessible and adaptable housing, they should be able to give examples of independent living is supported in the community.

Learning outcome
The learner will: 1. Understand the social and political context for accessible and adaptable housing
Assessment criteria
The learner can: 1.1 Summarise changing social and political attitudes to the provision of accessible and adaptable housing. 1.2 Explain the role of the independent living movement and equalities campaigning in the development of accessible and adaptable housing

Range
Changing social and political attitudes Care in the community, elderly active voters, demographic changes, advances in medical science
Role of the independent living movement and equalities campaigning Promotion of independence, staying put, involvement in provision of adaptation, promotion of partnership

Learning outcome
The learner will: 2. Understand the features of accessible and adaptable housing
Assessment criteria
The learner can: 2.1 Summarise the features of accessible and adaptable housing. 2.2 Explain how the new build development process can provide sustainable living options for people with different abilities. 2.3 Explain how existing homes can be adapted to make them accessible for people with different abilities.

Range
Features Access, utilities, movement, communication
Sustainable living options Consultation with potential occupants, bespoke access, internal structure, external structure, aids and adaptations
Adapted Aids and adaptations, financial and structural limitations

Learning outcome
The learner will: 3. Understand the role of assistive technology in supporting independent living
Assessment criteria
The learner can: 3.1 Summarise the types of assistive technology available to enable people to live independently. 3.2 Explain how assistive technology can enable people to live independently.

Range
Types of assistive technology Access, personal care, communication, movement inside and outside the property

Unit 304 Accessible and Adaptable Housing

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

Accessible and adaptable housing

Accessible housing – specially built housing for wheelchair, mobility scooter and enhanced mobility access.

Adaptable housing – housing suitable to modify for

Sustainable living options – features that support an individual staying at home for life

Existing homes – property not specifically built to house people with disabilities.

Assistive technology – 'any device or system that allows an individual to perform a task that they would otherwise be unable to do, or increases the ease and safety with which the task can be performed' (Royal Commission on Long Term Care, 1999).

Unit 305

Community action for neighbourhoods

UAN:	H/504/3796
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit requires learners to understand how residents and other stakeholders can develop and use community action.

Learning outcome
The learner will: 1. Know the principles of successful community action
Assessment criteria
The learner can: 1.1 Identify residents' needs, interests and aspirations in specific locations 1.2 Describe a variety of methods used by communities to achieve their aspirations 1.3 Identify the strengths and weaknesses of these methods

Range
Residents' needs, interests and aspirations Information, decision making power, allocation of resources, co-ordination of resources. Methods Attendance at meetings, involvement in consultation, local/national political pressure, protests, self help, creation of specific groups.

Learning outcome
The learner will: 2. Understand how to facilitate community action
Assessment criteria
The learner can: 2.1 Explain how to develop objectives for a community action plan 2.2 Describe how to work with people to: <ul style="list-style-type: none"> • identify the interests of landlords, statutory agencies, community groups and individuals representing the community • engage with landlords and statutory agencies • represent the diversity of resident opinion • influence decision makers in the policy process • use experts to support community action 2.3 Explain how to identify and apply for suitable sources of funding.

Range
Develop objectives Identify issues, consult with stakeholders, seek expert advice, devise strategy.
Identify the interests National / local surveys and publications, direct questioning, local meetings / workshops.
Engage Consultation, petition, publicity, direct action, protest, direct questioning, political influence.
Represent the diversity Publication of involvement strategy and process, consultation with specific groups, advice from specific advocates, publication of voting results
Influence decision makers Participation in consultation exercises, publicity, pressure through local / national politicians, petition, protest, organisation of special interest groups.
Use experts Advocacy, advice, reports, publicity, attendance at meetings
Identify Research, use experts, contact with stakeholders.
Apply for Use experts, local / national political influence, application process, justification and identification of support, attendance at meetings

Unit 306

Dealing with Anti-Social Behaviour (ASB) in Housing

UAN:	M/602/3867
Level:	3
Credit value:	3
GLH:	24
Aim:	<p>This unit requires learners to understand the approaches to dealing with repairs and maintenance in a housing organisation.</p> <p>They should understand the rights and obligations for landlords and tenants / leaseholders.</p> <p>They should also be able to describe the approaches to planned, cyclical and responsive maintenance.</p> <p>They should demonstrate knowledge of the reporting and monitoring processes for maintenance.</p>

Learning outcome
The learner will: 1. Understand the definition of, and background to, Anti-Social Behaviour (ASB)
Assessment criteria
The learner can: 1.1 Explain the concept of Anti-Social Behaviour 1.2 Explain the origin and development of ASB policy and legislation 1.3 Summarise the issues of contention and debate in ASB policy and practice.

Range
Policy and Legislation Development of local partnerships, 1986 Public Order Act, Home Office Anti Social Behaviour Unit, Local Authority Working Group on Anti-Social Behaviour, Anti-Social Behaviour Act 2003 (England and Wales), 2004 (Scotland) or any subsequent legislation.
Issues Definition, level of success of current legislation, different remedies according to tenure type, "Community Triggers" response by agencies

Learning outcome
The learner will: 2. Understand the Statutory and non statutory bases for dealing with anti-social behaviour
Assessment criteria
The learner can: 2.1 Outline legislation relating to ASB 2.2 Explain the legal remedies available to housing providers and their partners relating to ASB in different types of tenure 2.3 Summarise non statutory measures available to housing providers and their partners to deal with ASB.

Range
Legislation Anti Social Behaviour Act 2003 (England & Wales) 2004 (Scotland) or any subsequent legislation.
Legal remedies Injunction, Anti Social Behaviour Order, Notice seeking Possession, Notice of Possession Proceedings.
Non Statutory Measures Intervention / mediation, Acceptable Behaviour Contract (ABC), Special projects, working with families, Local Authority Teams, Neighbourhood Policing, Estate Warden Patrols, Design solutions.

Learning outcome
The learner will: 3. Understand the approaches to tackling and preventing ASB in a housing context
Assessment criteria
The learner can: 3.1 Evaluate the importance of partnership working in addressing ASB 3.2 Evaluate the role of resident and community groups in tackling ASB 3.3 Evaluate sources of advice and support in addressing ASB

Range
Importance Co-ordination, shared funding, focused working, accountability.
Role Involvement in policy development, witnesses, support for victims, speaking to perpetrators and families, pressure groups, community lead action
Sources Police, Social services, Environmental Health Services, Specialist Local Teams, Citizens Advice Bureau, Landlords, Mediation Services, Court (civil proceedings).

Unit 306 Dealing with Anti-Social Behaviour (ASB) in Housing

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing and for good practice in dealing with Anti-Social Behaviour.

Importance - Issues traditionally dealt with by a number of different agencies / departments.

UAN:	K/504/3797
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit requires learners to understand the background to housing advice provision, what types of advice can be provided and how it should be provided.

Learning outcome
The learner will:
1. Understand the statutory framework for organisations to provide housing advice and sources of funding
Assessment criteria
The learner can:
1.1 Summarise the legal basis for providing housing advice
1.2 Analyse the responsibilities of government agencies, providers and third sector organisations to provide housing advice
1.3 Describe the sources of funding for the provision of housing advice.

Range
Legal basis Equality Act 2010, Housing Act
Responsibilities Advise, monitor, regulate
Sources of funding Government grant, Legal Services Commission, Local Authorities, private funding (business and individual), charities, lottery.

Learning outcome
The learner will: 2. Know the range of housing advice provided by organisations across all tenures
Assessment criteria
The learner can: 2.1 Describe the range of housing advice that can be provided.

Range
Range of housing advice Rent arrears, eviction, court representation, debt management, accommodation, homelessness, repairs, tenancy issues e.g. neighbour nuisance.

Learning outcome
The learner will: 3. Understand the principles of giving advice
Assessment criteria
The learner can: 3.1 Describe the principles of providing advice . 3.2 Explain how equality and confidentiality issues impact on giving advice.

Range
Principles of providing advice Occupational competence, impartiality, equality, appropriate level of confidentiality.
Equality and confidentiality issues Confidence of recipient, identifying full issue and cause, ability to help.

Unit 307 The Framework for Housing Advice

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing and in providing housing advice.

UAN:	K/602/4614
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit aims to raise the learner's knowledge of housing and young people. It also focuses upon housing options and services for young people and how they promote greater independence and inclusion. It also focuses upon the social, political and economic factors influencing the housing and support needs of young people.

Learning outcome
The learner will: 1. Understand housing options and related services for young people
Assessment criteria
The learner can: 1.1 Describe the statutory framework for the provision of housing and related services to young people 1.2 Describe a range of different housing options and related services for young people.

Range
Statutory Framework Housing Act, Children (Leaving Care) Act 2000.
Housing options Foyers, parental/carer home, shared and independent, specialist residential accommodation.
Related services Education, advice and guidance, living support.

Learning outcome
The learner will: 2. Understand the social, political and economic factors influencing the housing and support needs of young people
Assessment criteria
The learner can: 2.1 Identify a range of factors that influence the housing needs of young people 2.2 Identify a range of factors that increase the risk of homelessness for young people.

Range
Factors that influence the housing needs home background, level of maturity, education, current income, funding support groups
Factors that increase the risk of homelessness Abuse (physical/emotional/substance), family support, mental health, involvement in criminal activity, unemployment, affordable housing, poverty, access to benefits.

Learning outcome
The learner will: 3. Understand the range of services that promote greater independence and inclusion for young people.
Assessment criteria
The learner can: 3.1 Examine the services used for promoting independence and inclusion for young people 3.2 Explain the role of partnership and multi-agency working in meeting the housing needs of young people.

Range
Services Foyers, education, specialist teams, advocacy and lobbying organisations, assistance for rough sleepers.
Role Co-ordinating, ease of access, communication, shared responsibility and funding

Unit 308 Housing and Young People

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

Statutory Framework - The classification of most 16 or 17 year olds as being in in priority need and transition from care to independent for young people up to 22nd birthday

UAN:	T/602/4616
Level:	3
Credit value:	3
GLH:	24
Aim:	<p>The purpose of this unit is to examine how older people can maintain independent living.</p> <p>The learner should be aware of the demographic influences affecting the demand for housing related services for older people and also the range of those services that are available.</p> <p>The learner should also be able to describe the benefits of a multi-agency approach to providing these services.</p>

Learning outcome
The learner will:
1. Understand the housing options and related services for older people
Assessment criteria
The learner can:
1.1 Summarise housing options for older people
1.2 Describe housing related services for older people

Range
Housing options
Staying Put (independent living), specially adapted property, assisted living, extra-care housing, sheltered accommodation, care home, retirement village.
Housing related services
Welfare rights, support, aids and adaptations, sheltered unit wardens, nursing care, emergency response, support groups and networking, cleaning, cooking/meal delivery, personal care.

Learning outcome
The learner will: 2. Understand the influence of demographic and social factors on housing and support needs and aspirations of older people.
Assessment criteria
The learner can: 2.1 Summarise the changing demographic profile in the country in which you work and evaluate the influence that this may have on the housing needs and aspirations of older people in the area 2.2 Explain the influence of changing social attitudes and expectations on the housing needs and aspirations of older people.

Range
Changing demographic numbers, age, levels of owner occupation, local service provision, older people from minority ethnic backgrounds
Aspirations of older people Independent living, leisure and active living
Changing social attitudes Duration of active living, under-occupation, specific housing provision, use of equity.

Learning outcome
The learner will: 3. Understand the range of housing and support services that promote greater independence and social inclusion for older people.
Assessment criteria
The learner can: 3.1 Identify a range of housing and support services that promote independence and inclusion 3.2 Explain the importance of partnership and multi-agency approaches for independent living and social inclusion of older people

Range
Housing and support services Aids and adaptations, sheltered accommodation, community alarms, volunteering, charities, community nursing, benefits and financial advice, support groups, health care
Importance of partnership and multi-agency approaches Multiple needs, ability to deal with multiple locations for services, increased demand for services

Unit 309 Independent Living for Older People

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment. Evidence could also be provided in the form of witness testimony and records of dealing with older people in your work environment

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in dealing with older peoples

Unit 310

Involving Housing Service Users

UAN:	H/602/3025
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit requires learners to understand how residents can become involved in the provision and management of housing.

Learning outcome
The learner will: 1. Understand why service user involvement is important in housing in a range of settings
Assessment criteria
The learner can: 1.1 Summarise the legal requirements for service user involvement 1.2 Summarise the regulatory requirements for service user involvement 1.3 Explain the potential benefits of service user involvement on housing.

Range
Legal requirements Housing Act 1985, Local Government Act 1999, Office of Deputy Prime Minister (ODPM) publication, specific clauses in lease / tenancy agreements.
Regulatory requirements Tenant Services Authority (TSA) Standards, Audit Commission Key Lines of Enquiry (KLOE), Quality Assessment Framework (QAF), Centre for Housing Support (Code of Practice for Housing-Related Support).
Potential benefits Ideas and feedback, ownership, improved relationships, improved satisfaction, staff motivation, legitimising proposed action.

Learning outcome
The learner will: 2. Know a range of opportunities for service user involvement in housing.
Assessment criteria
The learner can: 2.1 Summarise opportunities for service users to be involved in housing 2.2 Compare different approaches to service user involvement.

Range
Opportunities Resident panel, resident board, community projects, tenant / resident associations, protest / action groups, resident mystery shoppers.
Different approaches Consultation/involvement

Learning outcome
The learner will: 3. Understand how to plan for service user involvement
Assessment criteria
The learner can: 3.1 Analyse the current level of service user involvement in a specific context 3.2 Develop a plan to increase service user involvement

Range
Service user involvement Resident panel, resident board, community projects, tenant / resident associations, protest / action groups, resident mystery shoppers

Unit 310 Involving Housing Service Users

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in service user involvement

Unit 311

Maintaining safe and secure residential areas

UAN:	M/504/3798
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit requires learners to understand what affects perceived and actual safety and security in respect of communal areas and the measures that can be taken to improve this safety and security.

Learning outcome
The learner will: 1. Understand the environmental factors affecting safety and security within residential areas
Assessment criteria
The learner can: 1.1 Describe how design, layout and lighting can affect safety and security 1.2 Explain the features of “defensible space” in relation to safety and security.

Range
Design, layout and lighting Overseen space, owned space, illuminated space, perceived vs. actual improvements, ‘Design out’ problem areas. Features of “defensible space” Match residents to specific areas, create “territories”, oversight of communal and high risk areas, incorporating streets within areas of resident use and influence, linking communal areas to small groups of residents.

Learning outcome
The learner will: 2. Understand approaches to enhancing safety and security within residential areas
Assessment criteria
The learner can: 2.1 Describe the role of technology in enhancing safety and security 2.2 Explain how working with partners in the community can enhance safety and security

Range
Technology CCTV, motion sensitive lighting, door entry systems, communal alarm systems, concierge equipment.
Partners Police, private security, environmental health, education, social services, repairs teams, communal alarm services, neighbourhood watch schemes.

Learning outcome
The learner will: 3. Understand ways of working with emergency services in relation to safety and security
Assessment criteria
The learner can: 3.1 Summarise each of the emergency services obligations in relation to safety and security 3.2 Describe ways of working with emergency services in relation to safety and security

Range
Emergency services obligations Response times and types of emergency responded to.
Ways of working with emergency services Consultation, co-ordinated strategy, communication

Unit 311 Maintaining safe and secure residential areas

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in enhancing the safety of communal areas

UAN:	D/504/3117
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit requires learners to understand the reasons why void properties are important to landlords and the various approaches used to minimise their level and duration. Learners should also demonstrate knowledge of the legal implications relating to abandonment and debt recovery.

Learning outcome
The learner will: 1. Understand approaches to the management of void properties
Assessment criteria
The learner can: 1.1 Explain the key stages in the management of void properties including the cycle of inspection, security, refurbishment, repair and reallocation 1.2 Summarise the customer focussed approach to managing empty properties in terms of tailored management systems

Range
Key stages Identification, termination of previous tenancy (where appropriate), inspection, security, repair / refurbishment, allocation, viewing, sign up.
Customer focussed approach Dedicated void management teams, pre-allocation, tenant involvement in pre letting repairs and improvements

Learning outcome
The learner will: 2. Understand how void properties provide an opportunity for landlords to assess quality standards for their properties
Assessment criteria
The learner can: 2.1 Explain the processes used to inspect void properties against local or national standards 2.2 Explain the need to balance resident and community requirements against repairs and refurbishments

Range
<p>Local or national standards</p> <p>Local standards: structural, room size and number, internal and external decoration.</p> <p>National Standards: Services – gas, electrical and water.</p>
<p>Resident and community requirements</p> <p>Fast turn round, minimum nuisance, matching refurbishment / repair to surrounding property.</p>
<p>Repairs and refurbishments</p> <p>Availability of funding, staff, equipment and national standards.</p>

Learning outcome
<p>The learner will:</p> <p>3. Know the role of void management as part of managing sustainable communities</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 Summarise how void properties are managed in a landlord's allocation policy</p> <p>3.2 Explain the implications on communities of failing to address void properties appropriately</p> <p>3.3 Explain the legal framework for reletting / reallocating empty properties including legal redress for abandonment and recovering debts.</p>

Range
<p>Managed in a landlord's allocation policy</p> <p>Security, hard to let incentives, pre-allocation, choice based allocation, quick turn around procedures.</p>
<p>Implications on communities</p> <p>Image of area, reduced funding, funding diverted to deal with damage, squatting, anti-social behaviour, increased criminal activity, difficulty in letting properties, lack of investment.</p>
<p>Legal framework</p> <p>Priority need, Tenancy agreement, Notice period, retentions / deposits, Notice to Quit, county court judgements.</p>

Unit 312 Managing Void Properties

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in void management

Unit 313

Managing Leasehold Housing Services

UAN:	D/504/2999
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit aims to raise the learner's knowledge of the management of leasehold services. It focuses upon the legal and regulatory framework for leasehold housing management. The unit then focuses upon the features of the leasehold housing sector and how to consult and calculate leasehold service charges.

Learning outcome
The learner will: 1. Know the legal and regulatory framework for leasehold housing management
Assessment criteria
The learner can: 1.1 Describe the key features of a lease 1.2 Explain key legislation and regulations for leasehold housing management

Range
Key features Period, rent calculation, security, rights, obligations
Key legislation and regulations The Commonhold and Leasehold Reform Act 2002

Learning outcome
The learner will: 2. Understand the features of the leasehold housing sector
Assessment criteria
The learner can: 2.1 Identify the range of leasehold housing provided by housing associations, private sector and local authorities 2.2 Analyse the main features of the lease in each case 2.3 Identify and apply good practice for leasehold housing management

Range
Range of leasehold housing General, sheltered, care homes, hostels, shared ownership, business lets
Main features Notice Seeking Possession required, fair rent, social rent, right to buy, repairs by landlord.

Learning outcome
The learner will: 3. Know how to consult on, and calculate leasehold housing service charges
Assessment criteria
The learner can: 3.1 Explain the process of statutory consultation on service charges 3.2 Clarify the calculation of a service charge for major works

Range
Calculation Minimum cost, pooled costs (Gross Rateable Value), Exemptions (direct charge), capped costs

Unit 313 Managing Leasehold Housing Services

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

LO1 the rights, responsibilities of leaseholders and landlords respectively

LO3 **Statutory Consultation:** “Section 20” Consultation, “qualifying long-term agreement” (QLTA).

Unit 314

Managing resources for Caretaking and Concierge Services

UAN:	R/602/4073
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit requires learners to understand the factors involved in managing a caretaking and concierge service; services required, resources, budgeting and monitoring

Learning outcome
The learner will: 1. Understand how to manage the delivery of caretaking and concierge services
Assessment criteria
The learner can: 1.1 Evaluate the service requirements of a neighbourhood, development or scheme 1.2 Outline a plan for service provision at a neighbourhood, development or scheme for a specified period of time

Range
Service requirements Service hours, areas to be covered/cleaned, type of cleaning, minor repairs, advice and support, security, preventing crime, acting as a witness to criminal acts
Plan Activities, staff and equipment, funding, communication and consultation, performance monitoring, management.

Learning outcome
The learner will: 2. Understand how to manage equipment, supplies and staff effectively
Assessment criteria
The learner can: 2.1 Describe a budget control system demonstrating value for money 2.2 Identify sources of required equipment and supplies

Range
<p>Budget control system Strategy, required outcomes, budget heads, budget allocation, recording of expenditure, review period, methods to deal with over / under spend, management and control.</p> <p>Sources Corporate purchasing team, specialist suppliers, estate-based store.</p>

Learning outcome
<p>The learner will:</p> <p>3. Understand how to manage and control resources safely and effectively</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 Outline an approach to risk assessment for a neighbourhood, development or scheme</p> <p>3.2 Explain how to store and use equipment and supplies safely and efficiently</p>

Range
<p>Approach to risk assessment Corporate strategy, use of experts, identification of risks, current prevention measures, additional measures required, review period.</p> <p>Store and use equipment and supplies Security, manufacturers' instructions, health & safety guidelines, protective clothing / equipment, replacement and repair</p>

Unit 314 **Managing resources for Caretaking and Concierge Services**

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in managing caretaking and concierge services.

UAN:	Y/602/4088
Level:	3
Credit value:	3
GLH:	24
Aim:	The purpose of this unit is to examine neighbourhood management works. The learner will demonstrate knowledge of the issues and stakeholders involved

Learning outcome
The learner will: 1. Understand the principles of managing neighbourhoods
Assessment criteria
The learner can: 1.1 Explain the key elements of approaches to managing neighbourhoods 1.2 Describe examples of “Good Practice” in managing neighbourhoods

Range
Key elements Strategy, location of staff, involvement of residents, co-ordinated services, local funding, local decision making, defined area, commitment from stakeholders, local accountability

Learning outcome
The learner will: 2. Understand the range of issues affecting neighbourhoods, especially deprived neighbourhoods
Assessment criteria
The learner can: 2.1 Explain the range of factors that contribute to neighbourhood success or decline 2.2 Summarise the role and objectives of organisations and community groups that contribute to neighbourhoods

Range
Range of factors Housing, environment, health, education, employment, safety, community cohesion, poverty, crime, social mobility.
Organisations and community groups Housing management team, Resident Associations, Local Education Authority (LEA), Social Services, Police, Environmental Health

Learning outcome
The learner will: 3. Understand the approach to managing a particular neighbourhood
Assessment criteria
The learner can: 3.1 Summarise sources of information and how these help to understand a particular neighbourhood 3.2 Analyse a local strategy for managing a neighbourhood

Range
Sources of information Local / national surveys and research, Neighbourhood Renewal Unit, local residents, existing management teams and organisations.
Strategy Local issues, communication, resident involvement, potential partnerships, resources, required outcomes, performance monitoring and review

Unit 315 Managing Neighbourhoods

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in managing neighbourhoods.

Unit 316

Occupancy, tenure and lettings within housing

UAN:	R/504/2997
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit requires learners to have an understanding of the different legal terms to describe occupation of homes. It will cover the different tenancy types and how homes are allocated and let by landlords

Learning outcome
The learner will: 1. Understand the types of occupancy and tenure
Assessment criteria
The learner can: 1.1 Explain different legal definitions of occupancy

Range
Different legal definitions owner occupation, shared ownership, leasehold, tenancy, licence and trespass

Learning outcome
The learner will: 2. Understand different types of tenancy
Assessment criteria
The learner can: 2.1 Summarise current tenancy types 2.2 Compare the terms of different types of tenancy , including the legal rights and responsibilities of landlord and occupant 2.3 Assess the suitability of different types of tenure to different circumstances .

Range
Current tenancy types Excluded tenancy, contractual licence, assured shorthold tenancy, shorthold tenancy, agricultural and business tenancies, secure tenancies.
Terms of different types of tenancy Rent payment, notice to terminate, repairs, behaviour / nuisance, succession.
Types of tenure Assured shorthold, secure
Circumstances Length of stay, security, grounds for eviction, responsibility for repairs, notice required

Learning outcome
The learner will: 3. Understand the different approaches to allocation and lettings
Assessment criteria
The learner can: 3.1 Explain the legal and regulatory requirements for allocating and letting social housing 3.2 Explain the different ways in which properties may be allocated

Range
Legal and regulatory requirements Part 6 Housing Act 1996 as amended by Homelessness Act 2002, Allocation of accommodation code of guidance 2002, Allocation of accommodation choice based lettings guidance 2007, Fair & flexible statutory guidance 2009 or any subsequent legislation or guidance.
Different ways Housing register, choice based lettings, local lettings, transfer

Unit 316 Occupancy, tenure and lettings within housing

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment

Guidance

The evidence must reflect, at all times, the current legislation with regard to occupancy, tenure and lettings

Unit 317

Personalisation and Delivering Support for Independent Living

UAN:	A/602/4102
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit aims to raise the learner's knowledge of Personalisation and Delivering Support for Independent Living. It focuses upon support services operate in delivering independent living. The role service user involvement in the design and monitoring of services is the focus of the second part of this unit. The third part of this unit focuses upon the funding and monitoring framework for support services.

Learning outcome
The learner will: 1. Understand the wider context in which support services operate in delivering independent living
Assessment criteria
The learner can: 1.1 Identify key policies influencing the provision of support services 1.2 Explain different models for the delivery of support

Range
Key policies Social inclusion, equality of access, person centred, partnership working.
Different models, Statutory, voluntary, partnership working within mainstream primary and community services, specialist support

Learning outcome
The learner will: 2. Understand the role of service user involvement in the design and monitoring of services
Assessment criteria
The learner can: 2.1 Identify ways in which service users are or may be involved in service design and delivery

Range
Ways Consultation, person centred planning, complaints and feedback, using advocacy, budget holding

Learning outcome
The learner will: 3. Understand the funding and monitoring framework for support services
Assessment criteria
The learner can: 3.1 Explain how support services for independent living are funded 3.2 Explain how support services for independent living are monitored

Range
Funded Government grant, personal funding, charities/third sector organisations, lottery.
Monitored Local, national, internal to the organisation

Unit 317 Personalisation and Delivering Support for Independent Living

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment

Guidance

The evidence must reflect, at all times, the current legislation with regard to personalisation and delivering support for independent living

UAN:	T/602/3899
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit requires learners to understand the reasons why void properties are important to landlords and the various approaches used to minimise their level and duration. Learners should also demonstrate knowledge of the legal implications relating to abandonment and debt recovery.

Learning outcome
The learner will:
1. Understand rent arrears strategies, policies and procedures
Assessment criteria
The learner can:
1.1 Explain how landlords maximise income whilst sustaining tenancies and promoting social inclusion in communities
1.2 Summarise the policies that contribute to effective arrears management
1.3 Summarise the operational procedures in the delivery of an effective rent arrears policy

Range
Maximise income Deposits, allocations policies, partnership working with housing benefits teams, benefits advice, debt counselling, dedicated arrears, recovery teams, former tenants arrears recovery.
Policies Financial inclusion, partnership with housing benefits teams, early action, automatic action via IT systems, former tenants' arrears collection.
Operational procedures Clear roles, responsibilities, timescales and actions, partnership working with housing benefit, debt counselling, legal services, staff and statistical monitoring

Learning outcome
The learner will: 2. Understand good practice in effective arrears management
Assessment criteria
The learner can: 2.1 Explain the importance of performance management and monitoring processes for arrears management 2.2 Explain the importance of early intervention and prevention in an effective arrears management process

Range
Importance of performance management and monitoring processes Measure performance, identify issues, staff motivation, support procedure review and innovation.
Importance of early intervention and prevention Manageability of debts, minimising multiple debts, minimise possession and homelessness, amount and duration of debt repayment, cost of legal proceedings.

Learning outcome
The learner will: 3. Understand the legal framework for arrears management
Assessment criteria
The learner can: 3.1 Summarise key legislation relating to rent arrears for the country in which you work or study 3.2 Explain the court procedures relating to rent arrears for the country in which you work or study

Range
Key legislation Housing Act, County Court Judgement.
Court procedures Application to court, notice required, attendance and evidence presentation, possession order, distraint, attachment of earnings

Unit 319 Prevention and Management of Rent Arrears

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment

Guidance

The evidence must reflect, at all times, the current legislation with regard to prevention and management of rent arrears

Unit 320

Repairs and maintenance in housing organisations

UAN:	A/602/4326
Level:	3
Credit value:	3
GLH:	24
Aim:	<p>This unit requires learners to understand the approaches to dealing with repairs and maintenance in a housing organisation.</p> <p>They should understand the rights and obligations for landlords and tenants / leaseholders.</p> <p>They should be able to describe the approaches to planned, cyclical and responsive maintenance.</p> <p>They should also demonstrate knowledge of the reporting and monitoring processes for maintenance.</p>

Learning outcome
The learner will: 1. Know the legal obligations relating to repairs and maintenance
Assessment criteria
The learner can: 1.1 Summarise the rights and obligations of landlords in relation to repairs 1.2 Summarise the rights and obligations of tenants / leaseholders in relation to repairs

Range
Rights and Obligations of landlords Rights: access to inspect or carry out repairs, seek possession Obligations: keep property in a reasonable condition, carry out agreed maintenance, maintain the structure and exterior of the property, maintain fixtures, fittings and services (unless these are specifically excluded in the tenancy agreement), ensure the building and its contents comply with all regulations, to use appropriately qualified staff to carry out maintenance, special requirements for furnished property Rights and Obligations of tenants Rights: safe and secure property, equipment and services meet safety standards, defects repaired within a reasonable period. Obligations: Cause no damage, ask permission before making alterations, report defects, provide access for inspection / repair. Minor repairs as detailed in the tenancy agreement.

Learning outcome

The learner will:

2. Understand how housing organisations manage and deliver long term and cyclical maintenance

Assessment criteria

The learner can:

- 2.1 Explain how organisations manage and deliver **planned maintenance**
- 2.2 Explain how organisations manage and deliver **cyclical maintenance**

Range**Planned maintenance**

Identification, survey, project design and costing, funding, political approval (where appropriate), tendering, resident involvement, project management, quality assurance and monitoring, completion, handover and snagging.

Cyclical maintenance

Identification, survey, project design and costing, on-going funding, political approval (where appropriate), tendering, resident involvement, project management, quality assurance and monitoring, completion, handover and snagging

Learning outcome

The learner will:

3. Know the methods landlords use to manage and monitor their responsive repairs and maintenance service

Assessment criteria

The learner can:

- 3.1 Summarise the **different approaches** to managing responsive repairs
- 3.2 Evaluate **methods** landlords use to monitor and improve their responsive repairs and maintenance services

Range**Different approaches**

Prioritising, budget allocation by type, estate teams, handyperson, identifying planned maintenance, identifying cyclical maintenance.

Methods

Budget analysis, tenant satisfaction, response times, Prioritising, budget allocation by type, estate teams, handyperson, identifying planned maintenance, identifying cyclical maintenance.

Unit 320 Repairs and maintenance in housing organisations

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

L03 Please note that managing responsive repairs is likely to include methods to monitor and improve.

L02 Please note the learner should provide an example of two repair issues, one requiring planned maintenance and the other cyclical maintenance and describe the process for each

Unit 321

Role of the Support Worker for Independent Living

UAN:	M/602/3027
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit aims to raise the learner's knowledge of the support worker role in independent living. It focuses upon the values and principles that underpin support services for independent living. It then focuses on the support worker role in safeguarding, supporting identified needs, goals and aspirations of individuals.

Learning outcome
The learner will: 1. Understand the values and principles that underpin support services for independent living
Assessment criteria
The learner can: 1.1 Identify the key principles and values that underpin support services for independent living. 1.2 Explain professional boundaries in the context of housing support

Range
Key principles and values User focused, appropriate confidentiality, equality of access, honesty and integrity, occupational competence
Professional boundaries Behaviour, language, relationships with service users and others, dealing with money

Learning outcome
The learner will: 2. Understand the role of the support worker in supporting identified needs, goals and aspirations of individuals
Assessment criteria
The learner can: 2.1 Explain the role of the support worker in providing information, advice and guidance 2.2 Explain the role of the support worker in supporting the social and development needs of individuals 2.3 Explain the role of the support worker in helping people to move and settle into new environments

Range
Role Gatekeeping, direct provision, advocacy, co-ordinating, facilitating

Learning outcome
The learner will: 3. Understand the role of the support worker in safeguarding individuals
Assessment criteria
The learner can: 3.1 Explain the role of the support worker in identifying, assessing and acting on risk of danger, harm or abuse 3.2 Summarise organisational procedures for safeguarding individuals

Range
Role Observing, receiving disclosure, recording, reporting/referral
Organisational procedures Observation, disclosure, allegation/complaint

Unit 321 Role of the Support Worker for Independent Living

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

Key principles and values that underpin support services - Equality Act 2010, Prioritising need in the context of Putting People First: a whole system approach to eligibility for social care - guidance on eligibility criteria for adult social care, England 2010

Safeguarding individuals – the implementation of your local authority, Safeguarding of Vulnerable adult children policies.

Unit 322

The Economic context of Affordable Housing

UAN:	M/602/3920
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit aims to raise the learner's knowledge of the economic context of affordable housing. It focuses on the economic factors that affect the provision of affordable housing. It also focuses upon economic factors that affect tenure choice and the impact at a local level of broad national economic trends.

Learning outcome
The learner will: 1. Understand the economic factors that affect the provision of affordable housing
Assessment criteria
The learner can: 1.1 Describe the relationship between supply, demand and price 1.2 Distinguish between housing demand, housing preference and housing need 1.3 Explain the relationship between housing need and affordable housing provision
Range
Affordable housing Social rented, affordable rented, intermediate housing, eligible households.

Learning outcome

The learner will:

2. Understand the economic factors that affect tenure choice

Assessment criteria

The learner can:

- 2.1 Describe the **national trends** in income inequalities.
- 2.2 Differentiate between the concepts of poverty and social exclusion.
- 2.3 Explain the relationship between 'ability to pay' for housing and tenure choice

Range**National trends**

Low income, middle income and high income households, economy

Learning outcome

The learner will:

3. Understand the local impact of broad national economic trends

Assessment criteria

The learner can:

- 3.1 Describe the **main changes** in the structure of the national economy since 1945.
- 3.2 Explain how changes in the national economy impact on local employment markets

Range**Main changes**

Primary industries, service industries, welfare (income support, NHS etc.) personal, national debt.

Unit 322 The Economic context of Affordable Housing

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

National Economy - England, Wales Scotland or Northern Ireland

LO1 **Relationship** - Interdependence, ability and will to finance development and occupation

Housing demand, housing preference and housing need - Subjective, objective

Housing need and affordable housing provision - Political and financial incentives

LO2 **Poverty** - Relationship to average income

Social Exclusion - Exclusion from rights and privileges normally available to the rest of society, not exclusively linked to poverty.

Ability to Pay / Tenure Choice - Link to cost of various tenure types

LO3 **Local employment markets** - A city, London Borough or county of the UK.

Unit 323

Housing policy and Affordable Housing

UAN:	A/504/3111
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit aims to raise the learner's knowledge of Housing policy and affordable housing. It focuses upon how housing policy has influenced the affordable housing sector since 1945. It also focuses upon current approaches to enabling access to affordable housing and the activities of social landlords.

Learning outcome

The learner will:

1. Understand how housing policy has shaped affordable housing development and provision since 1945

Assessment criteria

The learner can:

- 1.1 Describe the **key developments** in housing policy since 1945.
- 1.2 Identify the **key policies** that have impacted upon the development and provision of social housing.
- 1.3 Explain how the **key policies** have impacted upon the development and provision of affordable housing.

Range

Key developments

Welfare state and social housing, community care, care in the community, supporting people, homelessness reduction, right to buy and subsequent development of the private sector involvement, benefits and Local Housing Allowance (LHA) reforms, current and future initiatives and policy developments.

Key Policies

Welfare state and social housing, building programmes: slum clearance, high rise housing, housing estates, lower density housing and the right to buy.

Learning outcome
The learner will: 2. Know about the range of activities undertaken by social housing landlords
Assessment criteria
The learner can: 2.1 Identify other policy developments that have had an impact on the affordable housing sector 2.2 Describe the range of non-housing activities that have been shaped by these policy developments.

Range
Policy developments Sustainability and regeneration, Policing, Crime Reduction, Human Rights and general Economic policies.
Non-housing activities Sustainability and regeneration, Policing, Crime Reduction, Promoting Human Rights and general Economic policies.

Learning outcome
The learner will: 3. Understand current approaches to enabling access to affordable housing
Assessment criteria
The learner can: 3.1 Identify the housing policies and legislation that have affected access to affordable housing. 3.2 Explain how these policies have shaped current approaches to enabling access to affordable housing

Range
Housing policies and legislation Housing Legislation – 1996 Housing Act, Homelessness Act 2002, The Homelessness (Priority Need for Accommodation) (England) Order 2002, Housing (Scotland) Act 1997, 2001 and 201 Housing (Wales) Measure 2011, Housing (Amendment) Act (Northern Ireland) 201 Any subsequent relevant legislation.
Policies Welfare state and social housing, building programmes: slum clearance, high rise housing, housing estates, lower density housing and the right to buy.

Unit 323 Housing policy and Affordable Housing

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

Social housing - Housing owned and or managed by the local authority, ALMOS, Housing Associations or Social Landlords with the aim of providing subsidised below market rents.

Affordable housing - Affordable housing is social rented, affordable rented and intermediate housing, provided to eligible

Unit 324

Introducing Social Welfare

UAN:	F/504/3112
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit aims to raise the learner's knowledge of social welfare. It focuses upon the history of welfare policy from World War II in the UK and another Western Country. The current and future welfare policy of the UK is the focus of the third part of this unit.

Learning outcome
The learner will: 1. Understand the development of the post-war welfare state in the UK
Assessment criteria
The learner can: 1.1 Explain the development of UK social welfare policy 1.2 Identify key features of post-war welfare policy.

Range
Key features NHS, child, disability benefits, pensions.

Learning outcome
The learner will: 2. Understand the development of post-war welfare policy of at least one other western country
Assessment criteria
The learner can: 2.1 Compare and contrast the development of post-war UK welfare policy to at least one other western country .

Range
Western country USA, EU country, Australia, New Zealand

Learning outcome
The learner will: 3. Know current and future welfare policy in the UK
Assessment criteria
The learner can: 3.1 Identify key features of current UK social welfare policy. 3.2 Summarise drivers for change for UK social welfare policy

Range
Key features Benefits, Pensions, Local Housing, welfare, reform and pensions act.
Drivers for change Social, economic, political and demographic

Unit 324 Introducing Social Welfare

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

Post-war – Since 1945

Unit 325

The Social Context of Housing in the UK

UAN:	J/504/3113
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit aims to raise the learner's knowledge of the social context of housing in the UK. It focuses upon the key demographic trends in the UK and the implications for housing provision. It also focuses upon key social processes relevant to housing and how the diverse backgrounds of customers impact on the housing service.

Learning outcome
The learner will: 1. Know the key demographic trends in the UK and the implications for housing provision
Assessment criteria
The learner can: 1.1 Describe the main demographic trends in the population of the UK 1.2 Identify the implications of these trends for affordable housing providers

Range
Demographic trends Age, gender, ethnicity, marital/civil partnership, status, Religion /Belief, population size, household size and housing tenure.
Implications Housing provision, population size, household size

Learning outcome
The learner will: 2. Understand the key social processes that are relevant to social housing organisations
Assessment criteria
The learner can: 2.1 Describe current trends in household structure and household formation 2.2 Distinguish between primary and secondary socialisation 2.3 Distinguish between neighbourhood and community

Range
Current trends Single households, age, gender, ethnicity, marital/civil partnership status and religion /belief, population size and housing tenure

Learning outcome
The learner will: 3. Understand how the diverse backgrounds of customers impact on the housing service
Assessment criteria
The learner can: 3.1 Identify the main social groupings in the country in which you are studying 3.2 Compare the main social groupings in terms of access to housing, tenure, and quality of housing 3.3 Identify the implications of these trends for social housing providers

Range
Social groupings Age, gender, ethnicity, marital/civil partnership status, and religion/belief.
Trends Single households, age, gender, ethnicity, marital/civil partnership status and religion /belief, population size, and housing tenure

Unit 325 The Social Context of Housing in the UK

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

Affordable housing - Affordable housing is social rented, affordable rented and intermediate housing, provided to eligible households whose needs are not met by the market. Eligibility is determined with regard to local incomes and local house prices

Household structure – single individual, family or shared – families sharing with other family generations, unrelated individuals sharing, unrelated families sharing.

Primary socialisation - the learning of social norms within the family structure and during childhood.

Secondary socialisation – the learning of social norms for being a part of a small group outside the family structure

Neighbourhood and community - Geographical, social

Household Formation – voluntary or imposed e.g. shared house due to income/benefits

Unit 326

The Legal Framework for Housing

UAN:	L/504/3114
Level:	3
Credit value:	3
GLH:	24
Aim:	This unit aims to raise the learner's knowledge of the legal framework for housing. It also focuses upon key demographic trends in the UK and the implications for UK housing provision. It then focuses upon the diversity of housing customers and key social processes that are relevant to social housing organisations.

Learning outcome

The learner will:

1. Understand the legal framework of the country within the EU in which you live or work

Assessment criteria

The learner can:

- 1.1 Summarise the structure of the **justice processes** of the EU country in which you live or work
- 1.2 Explain how the law is made and implemented.

Range

Justice processes

Police, Crown Prosecution Service for England & Wales or Public Prosecution Service for Northern Ireland or Procurator Fiscal Service for Scotland, The Civil & Criminal Courts for England & Wales, The Civil & Criminal Courts for Scotland; The Courts of Northern Ireland. Any subsequent changes to these systems.

Learning outcome
The learner will: 2. Know about the implications of the law for housing
Assessment criteria
The learner can: 2.1 Summarise where legislation affects housing 2.2 Summarise the application of the law to housing practice in relation to: <ul style="list-style-type: none"> • tenure • equality • possession • disrepair • Anti-Social Behaviour Orders (ASBO)

Range
Legislation affects housing Legislation in regard to tenure, equality, possession, disrepair and anti-social behaviour in the UK, country where you live or work, any subsequent changes to these laws

Learning outcome
The learner will: 3. Know how housing disputes are resolved through judicial intervention and non-judicial processes
Assessment criteria
The learner can: 3.1 Describe the court proceedings that housing employees might be involved in 3.2 Summarise the range of orders a court may apply to disputes 3.3 Describe the range of non-judicial processes used to resolve housing disputes

Range
Court proceedings Tenure, equality, possession, disrepair and anti-social behaviour in the court system of UK country where you live or work, any subsequent changes to these procedures.
Orders Tenure, Equality, possession, disrepair and anti-social behaviour in the court system of UK country where you live or work, any subsequent changes to these orders.
Non-judicial processes Mediation, housing ombudsman.

Unit 326 The Legal Framework for Housing

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria

Assessment methodology

The nature of this unit means that your evidence is likely to be in the form of answers to written or verbal questions, professional discussion or assignment.

Guidance

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in equality and diversity for housing.

Tenure - Housing Act 1996

Equality - Equality Act 2010

Possession - Housing Act 1996

Disrepair - Housing Act 1996

ASBO - Crime & Disorder Act 1998



The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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Useful contacts

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Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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